



# COLDSTREAM PRIMARY SCHOOL

## CHILD SAFE

### POLICY STANDARD #7

## STRATEGIES TO PROMOTE CHILD EMPOWERMENT AND PARTICIPATION

All Victorian schools are required to meet the seven Child Safe Standards, to ensure that they are well prepared to protect children from abuse, family violence and neglect.

Requirements for these standards are set out in [Ministerial Order 870 \(MO 870\)](#) and compliance is monitored by the VRQA. MO 870 also specifies that schools must promote the Child Safe Standards in ways that are readily accessible, easy to understand and user-friendly to children.

**Coldstream treats every child as a whole child and uses a range of resources to address the above including:**

1. Standards of behaviour for students attending the school
  - Explicit teaching of School Wide Positive Behaviours and the development of a student matrix of respectful behaviours for publication around the school. This is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.
  - An embedded system of Restorative Practices conversations to problem solve and develop assertiveness in children.
  - Supplementary strategies as offered through Bully Stoppers, KidsMatter and TRIBES, eSmart.
  - Using students' poor choices as teaching opportunities.
  - Incorporation of Respectful Relationships into the curriculum from 2017.
  - Student Engagement Policy which articulates the expectations and aspirations of the school community in relation to student engagement, including strategies to address bullying, school attendance and behaviour. The Coldstream PS policy has been developed in consultation with the wider school community including school leaders, teachers, students and parents.
2. Healthy and respectful relationships (including sexuality)
  - Explicit teaching of School Wide Positive Behaviours and the development of a student matrix of respectful behaviours for publication around the school.
  - An embedded system of Restorative Practices conversations to problem solve and develop assertiveness in children.
  - Incorporation of Respectful Relationships into the curriculum from 2017.

- Using students' poor choices as teaching opportunities.
- Foundation/Grade 6 Buddy Program.
- Life Education programs targeted to the needs of the student cohorts.
- Integrated units developed to suit cohort needs.
- Community workshop opportunities eg Butterfly Foundation, SKIPs workshops, SFYS opportunities etc.

### 3. Resilience

- Explicitly teaching losing and winning in several learning areas including Physical Education and in the Mentor Program.

### 4. Child abuse awareness and prevention.

- Use of the Standard 5 Feeling Safe: For Primary School Students as an explicit teaching point in the classroom; this is also sent home and publicised in newsletters, website etc.
- Explicit teaching of assertiveness in class and at assemblies.
- Development of Student Voice through JSC, Leadership activities and responsibilities and through School Production and community events and representation.

#### Resources:

- [National Safe Schools Framework](#)
- [eSmart](#)
- [Bullystoppers](#)
- [School-wide Positive Behaviour Support](#)
- [National Schools Framework – Student Directed Values](#)
- [Student Voice and the Education State](#)
- [Resilience, Rights and Respectful Relationships education](#)
- [Catching On Early and Catching On Later](#)
- [Daniel Morecombe – Child Safe Curriculum](#)
- [Child Wise Personal Safety Education Program](#)

#### **Evaluation:**

This policy will be reviewed as part of the school's four year review cycle.

This policy was last ratified by School Council in....	<b>September, 2019</b>
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#### ***This policy is to be read in conjunction with the following:***

- Anti-Discrimination policy
- Bullying policy
- Cyber bullying policy
- Behaviour Management Policy
- Student Engagement and Wellbeing Policy including School Wide Positive Schools documentation.

# Child Safe Standard 7: School Checklist

## ELEMENT ONE: Standards of behaviour for students attending the school

Required	
Are there standards of behaviour in place for students attending the school?	<input type="checkbox"/>

Recommended Practice	
Have students been engaged in establishing these standards?	<input type="checkbox"/>
Do these standards empower students to speak up and be heard?	<input type="checkbox"/>
Are these standards promoted across the school community and regularly reviewed?	<input type="checkbox"/>

## ELEMENT TWO: Healthy and Respectful Relationships (including

AND

## ELEMENT THREE: Resilience

Required	
Is the school meeting the learning standards under Personal and Social Capability and Health and Physical Education within the Victorian Curriculum* and delivering <u>respectful relationships and resilience education*</u> as broadly described in the curriculum?	<input type="checkbox"/>
Is the school meeting the learning standards under the Personal and Social Capability and Health and Physical Education within the Victorian Curriculum* and delivering <u>sexuality education*</u> ?	<input type="checkbox"/>

Recommended Practice	
Is the school using the <i>Resilience Rights and Respectful Relationships</i> (RRRR) resources to deliver respectful relationships and resilience education*?	<input type="checkbox"/>
<b>OR if drawing on other materials</b> , are these materials evidence-based and meet the requirements under the Victorian Curriculum**?	
Has the school adopted a whole school approach to promoting respectful relationships?	<input type="checkbox"/>

Is the school using the evidence-based <i>Catching On Early</i> and <i>Catching On Later</i> materials to deliver sexuality education*?	<input type="checkbox"/>
<b>OR, if drawing on other teaching and learning materials</b> , has the school mapped the materials against the Victorian Curriculum**?	
Is the school engaging parents/carers in their child's learning around resilience, respectful relationships and sexuality?	<input type="checkbox"/>
Have teachers attended professional learning to support them in the delivery of education about healthy and respectful relationships (including sexuality) and resilience?	<input type="checkbox"/>
<b>NOTE:</b> Professional learning to build teachers capacity to deliver the <i>Resilience Rights and Respectful Relationships</i> (RRRR) resources will be available from 2017.	

\* *Advice on teaching respectful relationships and sexuality education within Catholic schools is available in the Catholic Education Addendum to this Guide and from the Diocesan education offices.*

\*\* *Independent schools delivering a curriculum other than the Victorian Curriculum are still required under Ministerial Order 870 to deliver appropriate education about healthy and respectful relationships (including sexuality) and resilience. The information provided can support schools in meeting this requirement.*

#### **ELEMENT FOUR: Child Abuse Awareness and Prevention**

Required	
Is the school delivering child abuse awareness and prevention education and meeting the learning standards within the Victorian Curriculum**?	<input type="checkbox"/>
Have staff at the school undertaken mandatory reporting training and familiarised themselves with the <i>Four Critical Actions: Responding to Incidents, Disclosures and Suspicions of Child Abuse</i> (essential to addressing disclosures which may be prompted by the delivery of child abuse awareness and prevention education)?	<input type="checkbox"/>